Middle School Festival Adjudication Form

THE MASSACHUSETTS EDUCATIONAL THEATER GUILD, INC.

Festival Site/Date: *HIGHLIGHT THIS TEXT TO BEGIN TYPING.*

Adjudicator Name: *HIGHLIGHT THIS TEXT TO BEGIN TYPING.*

School Name: *HIGHLIGHT THIS TEXT TO BEGIN TYPING.*

Play Title: *HIGHLIGHT THIS TEXT TO BEGIN TYPING.*

	Superior - 4 pts.	Excellent – 3 pts.	Good – 2 pts.	Fair – 1 pt.
1. **Projection and Articulation**	☐ All actors can be heard and understood throughout the entire production.	☐ Most actors can be heard and under-stood throughout the production. Projection and articulation is inconsistent at moments.	☐ Actors can be heard and understood with difficulty. Lack of projection and articulation detracts from production.	☐ Actors' projection and articulation skills are very limited, making it difficult to follow the play.
2. **Physicality**	☐ All actors consistently display appropriate movements, facial expressions, and gestures to support and enhance the production.	☐ Most actors display appropriate movements, facial expressions, and gestures to support and enhance the production, although this physicality is sometimes inconsistent.	☐ Some actors display appropriate movements, facial expression, and gestures. This limited physicality does not support or enhance production.	☐ Actors display very limited movements, facial expressions and gestures. This lack of physicality detracts from the production.
3. **Characterization**	☐ All actors display full commitment vocally and physically, to their characters. They have made clear, specific, and appropriate choices to support their characters.	☐ Most actors display commitment, vocally and physically, to their characters. Most actors have made appropriate choices to support their characters.	☐ Some actors display commitment to their characters. Some actors have made choices to support their character.	☐ Actors display very limited commitment to their characters. Strong character choices are not evident.

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4. **Purpose and Objective**	☐ All actors successfully identify and perform goals, obstacles, and tactics for their character. They clearly and consistently play appropriate actions to enhance the performance.	☐ Most actors successfully identify and perform goals, obstacles, and tactics for their characters. They play appropriate actions to support the performance.	☐ Some actors identify and perform goals, obstacles, and tactics. They play actions to support the performance.	☐ Few actors identify and perform goals, obstacles, and tactics for their characters.
5. **Pacing and Energy**	☐ Entire ensemble displays appropriate pacing and energy throughout the performance. Pacing and energy is clearly intentional and enhances the production.	☐ Ensemble displays appropriate pacing and energy throughout most of the performance. Pacing and energy supports the production.	☐ Ensemble displays appropriate pacing and energy during some of the perform-and. Pacing and energy does not support the production.	☐ Ensemble displays very limited understanding of appropriate pacing and energy, which detracts from the production.
6. **Understanding of Text**	☐ Clear evidence that the text is well understood and communi-cated to audience. Utilization of subtext reveals a deeper understanding of character and plot. Context is used to enhance the production.	☐ Evidence that the text is well understood and communicated to audience. Use of subtext reveals some under-standing of character and plot. Context supports the production.	☐ While a surface understanding of text is evident, subtext and context are not successfully utilized or communicated to the audience.	☐ Evidence of understanding of text, subtext, and context is lacking.
7. **Communication and Focus**	☐ All actors and technicians respond very clearly to each other, display strong focus and safe practices throughout the performance.	☐ Most actors and technicians listen and respond to each other, display focus and safe practices throughout the performance.	☐ Some actors and technicians listen and respond to each other, display limited focus or questionably safe practices during the performance.	☐ Actors and technicians do not listen and respond to each other, focus is not evident or processes are unsafe during the performance.

COMMENTS FOR STUDENTS (Items 1-7):

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	Superior - 4 pts.	Excellent – 3 pts.	Good – 2 pts.	Fair – 1 pt.
8. **Composition and Blocking**	☐ Consistent and engaging use of movement and stage pictures to clarify actions, reveal relationships between characters, and display characters' connections to their environment.	☐ Consistent use of movement and stage pictures clarify actions, reveal relationships between characters, and display characters' connections to their environment throughout most of the production.	☐ Inconsistent use of movement and stage pictures that sometimes clarifies actions, reveals relationships between characters, or display characters' connections to their environments.	☐ Movement or stage pictures do not clarify actions, reveal relationships between characters, or display characters' connections to their environment.
9. **Technical Elements**	☐ The scenery, lights, costumes and props consistently enhances the performance and supports the action.	☐ The production design often enhances the performance and supports action.	☐ The production design sometimes supports the performance and action.	☐ The production design does not support performance and may detract from action.
10. **Stylistic Interpretation**	☐ The moods and rhythms of the piece are established and the overall concept of the style consistently enhance the overall interpretation of the script.	☐ The moods and rhythms of the piece are established and the overall concept of the style often enhances the overall interpretation of the script.	☐ The moods and rhythms of the piece are established and the overall concept of the style sometimes enhances the overall interpretation of the script.	☐ The moods and rhythms of the piece are established and the overall concept of the style does not enhance the overall interpretation of the script.

COMMENTS FOR DIRECTOR (Items 8-10):

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